



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2009
Code: 12171566
SAU: MSAD 23
School: Suzanne M Smith Elementary Sch

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9
Science Results	10-12

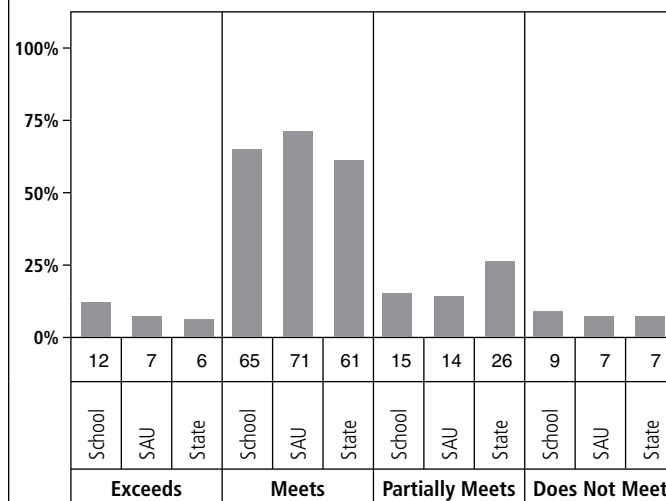
SUMMARY OF SCORES

Test Date: March 2009
 Grade: 5
 SAU: MSAD 23
 School: Suzanne M Smith Elementary Sch

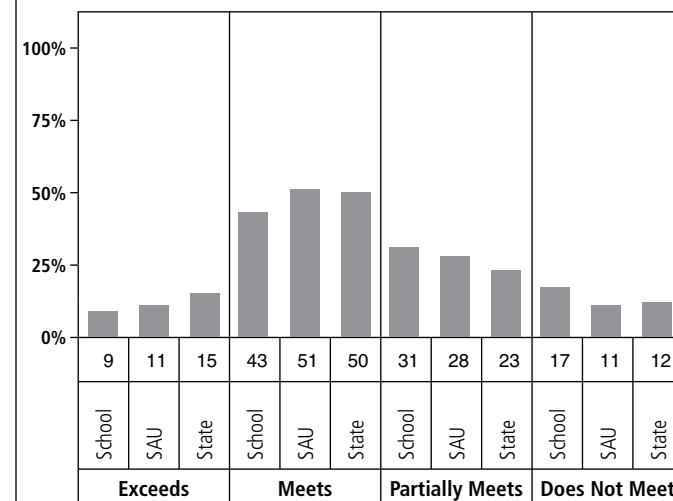
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	540	539	544
2007–2008	541	542	545
2008–2009	548	548	546
Cum. Avg.*	543	543	545
Mathematics			
2006–2007	540	541	546
2007–2008	541	544	546
2008–2009	543	545	547
Cum. Avg.*	541	543	546
Science			
2008–2009 **	544	548	543

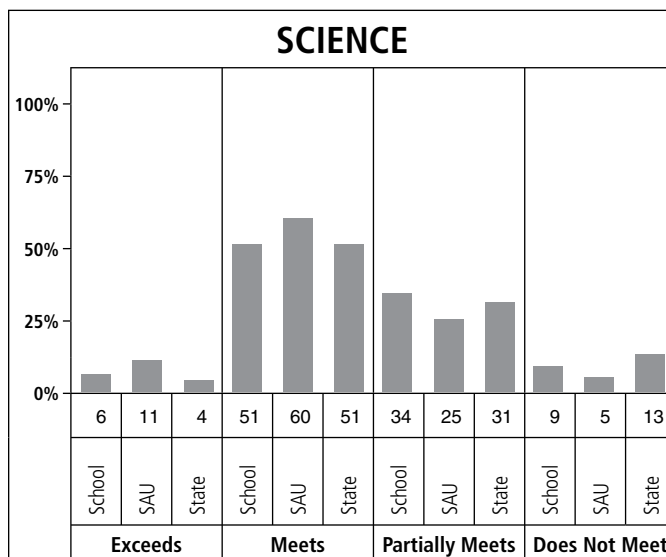
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 5
SAU: MSAD 23
School: Suzanne M Smith Elementary Sch

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	35	100	57	100	14212	100	35	100	57	100	14135	100	35	100	57	100	14144	100	35	100	57	100	14137	100
Ethnicity African American/Black	0	0	1	2	397	3	0	0	1	100	388	98	0	0	1	100	393	99	0	0	1	100	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	0	0	0	0	259	2	0	0	0	0	253	98	0	0	0	0	258	100	0	0	0	0	257	99
Hispanic	0	0	0	0	175	1	0	0	0	0	172	99	0	0	0	0	172	99	0	0	0	0	173	99
Caucasian/White	35	100	56	98	13271	93	35	100	56	100	13212	100	35	100	56	100	13211	100	35	100	56	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	4	11	7	12	2479	17	4	100	7	100	2454	100	4	100	7	100	2455	100	4	100	7	100	2451	99
Current LEP	0	0	0	0	374	3	0	0	0	0	359	96	0	0	0	0	370	99	0	0	0	0	366	98
Economically disadvantaged	10	29	19	33	5848	41	10	100	19	100	5815	100	10	100	19	100	5819	100	10	100	19	100	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	28	80	38	67	10849	76	28	80	38	67	10872	76	28	80	38	67	10976	77
Identified disability (PET/IEP)	1	4	1	3	298	3	1	4	1	3	307	3	1	4	1	3	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	0	0	0	0	123	1	0	0	0	0	121	1	0	0	0	0	126	1
Participation with accommodations	6	17	18	32	3122	22	7	20	19	33	3124	22	7	20	19	33	3019	21
Identified disability (PET/IEP)	2	33	5	28	1992	64	3	43	6	32	2000	64	3	43	6	32	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	0	0	2	11	84	3	0	0	2	11	86	3	0	0	2	11	81	3
Other	4	67	11	61	907	29	4	57	11	58	886	28	4	57	11	58	826	27
Participation through alternate assessment (PAAP)	1	3	1	2	164	1	0	0	0	0	148	1	0	0	0	0	142	1
Identified disability (PET/IEP)	1	100	1	100	164	100	0	0	0	0	148	100	0	0	0	0	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
Non-participation – other	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 23
School: Suzanne M Smith Elementary Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	1	3	1	2	702	5
	2007-2008	1	3	1	1	659	5
	2008-2009	4	12	4	7	836	6
	Cum. Total*	6	6	6	3	2197	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	11	37	24	39	7730	55
	2007-2008	13	42	37	53	8195	58
	2008-2009	22	65	40	71	8495	61
	Cum. Total*	46	48	101	54	24420	58
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	12	40	25	40	4182	30
	2007-2008	14	45	25	36	3800	27
	2008-2009	5	15	8	14	3667	26
	Cum. Total*	31	33	58	31	11649	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	6	20	12	19	1419	10
	2007-2008	3	10	7	10	1362	10
	2008-2009	3	9	4	7	973	7
	Cum. Total*	12	13	23	12	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	32.1	66.9	32.2	67.1	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	16.1	67.1	15.9	66.3	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	16.0	66.7	16.3	67.9	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: MSAD 23
 School: Suzanne M Smith Elementary Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	34	4	12	22	65	5	15	3	9	548	56	7	71	14	7	548	13971	6	61	26	7	546
Ethnicity																						
African American/Black	0										1						381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	0										0						252	11	58	21	11	547
Hispanic	0										0						166	4	54	32	10	543
Caucasian/White	34	4	12	22	65	5	15	3	9	548	55	7	71	15	7	548	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	3										6	0	17	50	33	537	2290	0	29	47	23	537
No	31	4	13	22	71	4	13	1	3	550	50	8	78	10	4	549	11681	7	67	22	4	548
Current LEP																						
Yes	0										0						354	1	35	34	30	538
No	34	4	12	22	65	5	15	3	9	548	56	7	71	14	7	548	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	10	0	0	6	60	3	30	1	10	542	19	0	63	32	5	544	5716	2	51	35	12	542
No	24	4	17	16	67	2	8	2	8	550	37	11	76	5	8	549	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	34	4	12	22	65	5	15	3	9	548	56	7	71	14	7	548	13963	6	61	26	7	546
Gender																						
Female	16	2	13	12	75	1	6	1	6	551	29	7	76	10	7	548	6882	8	62	24	6	547
Male	18	2	11	10	56	4	22	2	11	546	27	7	67	19	7	547	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	5	0	0	2	40	2	40	1	20	540	9	0	44	33	22	540	1914	1	41	44	14	540
No	29	4	14	20	69	3	10	2	7	549	47	9	77	11	4	549	12057	7	64	23	6	547
Gifted/talented program																						
Yes	0										0						450	26	72	2	0	557
No	34	4	12	22	65	5	15	3	9	548	56	7	71	14	7	548	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 5
 SAU: MSAD 23
 School: Suzanne M Smith Elementary Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	9	0	0	2	67	1	33	0	0	547	7	0	50	50	0	546	4	2	40	34	24	540
B. less than one hour	81	4	15	18	69	3	12	1	4	550	81	9	77	11	2	549	70	6	63	26	6	546
C. one to two hours	9	0	0	2	67	1	33	0	0	547	11	0	67	17	17	545	24	7	61	26	6	546
D. more than two hours	0										0						2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	34	2	18	9	82	0	0	0	0	554	37	10	85	5	0	552	36	10	67	18	5	549
B. good	56	2	11	11	61	5	28	0	0	547	50	7	67	26	0	547	47	5	62	27	6	546
C. fair	9	0	0	2	67	0	0	1	33	545	11	0	83	0	17	545	15	2	47	40	12	541
D. poor	0										2	0	0	0	100	530	2	0	30	46	24	537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	63	4	20	13	65	2	10	1	5	551	48	15	69	12	4	551	31	9	65	20	5	548
B. They match some of what I have learned.	31	0	0	8	80	2	20	0	0	546	39	0	90	10	0	547	55	5	63	27	5	546
C. They match just a little of what I have learned.	0										6	0	67	33	0	547	10	3	45	38	14	542
D. There is no match.	6	0	0	1	50	1	50	0	0	543	7	0	25	50	25	539	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	9	0	0	3	100	0	0	0	0	547	11	0	67	17	17	543	16	3	49	32	15	542
B. about the same as my regular schoolwork	72	3	13	17	74	2	9	1	4	550	74	8	83	8	3	550	64	7	63	25	5	547
C. easier than my regular schoolwork	19	1	17	2	33	3	50	0	0	546	15	13	38	50	0	545	20	5	62	26	7	546
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	9	0	0	2	67	0	0	1	33	541	9	0	60	0	40	540	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	59	2	11	14	74	3	16	0	0	549	56	7	77	17	0	548	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	31	2	20	6	60	2	20	0	0	552	35	11	74	16	0	550	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	9	0	0	2	67	1	33	0	0	547	13	0	86	14	0	546	20	10	64	21	5	548
B. 20 minutes to an hour	53	4	24	11	65	2	12	0	0	552	57	13	74	13	0	550	56	7	65	24	5	547
C. less than 20 minutes	19	0	0	5	83	0	0	1	17	546	13	0	86	0	14	548	10	3	52	33	12	543
D. I rarely read at home.	19	0	0	4	67	2	33	0	0	545	17	0	56	33	11	544	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	16	0	0	5	100	0	0	0	0	550	23	0	75	25	0	548	25	3	53	33	11	543
B. six to ten pages	22	0	0	3	43	3	43	1	14	542	21	0	55	27	18	543	26	6	61	26	7	546
C. eleven or more pages	63	4	20	14	70	2	10	0	0	552	57	13	80	7	0	550	49	8	65	23	5	547
Optional school/SAU question																						
A.	0										0											
B.	0										100	0	100	0	0	546						
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 23
School: Suzanne M Smith Elementary Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	3	10	4	7	1711	12
	2007-2008	1	3	3	4	1617	12
	2008-2009	3	9	6	11	2119	15
	Cum. Total*	7	7	13	7	5447	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	12	40	27	44	6778	48
	2007-2008	15	48	36	51	7284	52
	2008-2009	15	43	29	51	7046	50
	Cum. Total*	42	44	92	49	21108	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	7	23	20	33	3884	28
	2007-2008	11	35	25	36	3341	24
	2008-2009	11	31	16	28	3193	23
	Cum. Total*	29	30	61	32	10418	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	8	27	10	16	1683	12
	2007-2008	4	13	6	9	1778	13
	2008-2009	6	17	6	11	1638	12
	Cum. Total*	18	19	22	12	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	23.2	48.3	24.4	50.8	25.5	53.1
A. Number	18	38	8.3	46.1	8.6	47.8	9.8	54.4
B. Data	10	21	5.5	55.0	5.6	56.0	5.2	52.0
C. Geometry	10	21	4.9	49.0	5.4	54.0	4.7	47.0
D. Algebra	10	21	4.6	46.0	4.8	48.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: MSAD 23
 School: Suzanne M Smith Elementary Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	35	3	9	15	43	11	31	6	17	543	57	11	51	28	11	545	13996	15	50	23	12	547
Ethnicity																						
African American/Black	0										1						385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	0										0						257	19	50	20	12	548
Hispanic	0										0						166	9	43	31	17	543
Caucasian/White	35	3	9	15	43	11	31	6	17	543	56	11	50	29	11	545	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	4										7	14	29	0	57	534	2307	3	32	32	33	536
No	31	3	10	15	48	11	35	2	6	546	50	10	54	32	4	547	11689	17	54	21	8	549
Current LEP																						
Yes	0										0						365	5	33	30	32	536
No	35	3	9	15	43	11	31	6	17	543	57	11	51	28	11	545	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	10	0	0	4	40	3	30	3	30	539	19	11	53	21	16	544	5731	7	46	29	18	542
No	25	3	12	11	44	8	32	3	12	544	38	11	50	32	8	546	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	35	3	9	15	43	11	31	6	17	543	57	11	51	28	11	545	13988	15	50	23	12	547
Gender																						
Female	16	1	6	8	50	6	38	1	6	543	29	3	59	34	3	544	6889	14	51	23	12	546
Male	19	2	11	7	37	5	26	5	26	543	28	18	43	21	18	546	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	5	0	0	2	40	3	60	0	0	539	9	0	44	56	0	541	1918	3	39	36	22	539
No	30	3	10	13	43	8	27	6	20	544	48	13	52	23	13	546	12078	17	52	21	10	548
Gifted/talented program																						
Yes	0										0						450	64	34	2	0	564
No	35	3	9	15	43	11	31	6	17	543	57	11	51	28	11	545	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 5
 SAU: MSAD 23
 School: Suzanne M Smith Elementary Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	9	0	0	1	33	0	0	2	67	531	7	0	50	0	50	535	4	8	38	26	28	539
B. less than one hour	81	3	12	11	42	11	42	1	4	546	81	11	52	34	2	547	70	15	52	23	10	547
C. one to two hours	9	0	0	3	100	0	0	0	0	549	11	17	67	17	0	549	24	15	51	23	11	547
D. more than two hours	0										0						2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	38	2	17	8	67	2	17	0	0	553	39	19	71	10	0	553	34	28	50	14	8	552
B. good	53	1	6	7	41	7	41	2	12	542	50	7	41	44	7	543	45	11	54	24	10	546
C. fair	3	0	0	0	0	1	100	0	0	536	7	0	75	25	0	543	18	3	45	33	19	540
D. poor	6	0	0	0	0	1	50	1	50	529	4	0	0	50	50	529	3	1	29	41	29	535
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	38	2	17	6	50	4	33	0	0	550	41	18	64	18	0	551	38	22	52	19	7	550
B. They match some of what I have learned.	56	1	6	8	44	7	39	2	11	543	52	7	46	39	7	544	48	12	53	24	11	546
C. They match just a little of what I have learned.	6	0	0	1	50	0	0	1	50	538	7	0	50	25	25	539	11	6	40	30	24	540
D. There is no match.	0										0						3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	22	1	14	2	29	3	43	1	14	544	19	10	40	40	10	544	17	7	42	30	21	540
B. about the same as my regular schoolwork	72	2	9	11	48	8	35	2	9	545	70	13	50	32	5	547	64	15	53	23	10	547
C. easier than my regular schoolwork	6	0	0	2	100	0	0	0	0	549	11	0	100	0	0	547	19	24	49	17	10	550
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	25	0	0	2	25	3	38	3	38	534	15	0	25	38	38	534	7	6	39	27	27	539
B. 30–45 minutes	50	2	13	9	56	5	31	0	0	551	50	11	56	33	0	549	28	9	49	28	15	544
C. 45–60 minutes	22	1	14	4	57	2	29	0	0	545	28	20	67	13	0	550	41	17	53	21	9	548
D. more than 60 minutes	3	0	0	0	0	1	100	0	0	540	7	0	50	50	0	543	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	0										2	0	100	0	0	554	6	14	43	24	20	543
B. two or three days a week	0										19	10	70	20	0	548	24	17	52	21	10	548
C. two or three times each month	16	0	0	2	40	3	60	0	0	543	17	11	44	44	0	546	33	17	52	21	9	548
D. never or almost never	84	3	11	13	48	8	30	3	11	546	63	12	50	29	9	546	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	13	0	0	2	50	2	50	0	0	545	9	0	60	40	0	545	23	13	47	26	15	545
B. two or three days a week	19	2	33	2	33	0	0	2	33	550	26	14	64	7	14	548	31	17	52	21	10	548
C. two or three times each month	19	0	0	2	33	4	67	0	0	542	22	25	33	42	0	550	27	17	52	21	10	548
D. never or almost never	50	1	6	9	56	5	31	1	6	545	43	4	57	35	4	544	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										0											
B.	0										100	0	100	0	0	546						
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
 N = Number

SCIENCE RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 23
School: Suzanne M Smith Elementary Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	2	6	6	11	626	4
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	18	51	34	60	7187	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	12	34	14	25	4364	31
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	3	9	3	5	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	48	100	29.6	61.7	31.8	66.3	29.2	60.8
D. The Physical Setting	24	50	13.9	57.9	15.0	62.5	12.9	53.8
E. The Living Environment	24	50	15.7	65.4	16.9	70.4	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: MSAD 23
 School: Suzanne M Smith Elementary Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	35	2	6	18	51	12	34	3	9	544	57	11	60	25	5	548	13995	4	51	31	13	543
Ethnicity																						
African American/Black	0										1						382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	0										0						256	5	51	27	17	542
Hispanic	0										0						167	1	40	37	22	539
Caucasian/White	35	2	6	18	51	12	34	3	9	544	56	11	59	25	5	548	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	4										7	14	14	29	43	533	2309	2	29	39	29	536
No	31	2	6	18	58	11	35	0	0	547	50	10	66	24	0	550	11686	5	56	30	10	545
Current LEP																						
Yes	0										0						361	1	23	32	44	533
No	35	2	6	18	51	12	34	3	9	544	57	11	60	25	5	548	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	10	0	0	4	40	5	50	1	10	541	19	11	53	32	5	547	5729	2	42	37	20	539
No	25	2	8	14	56	7	28	2	8	545	38	11	63	21	5	548	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	35	2	6	18	51	12	34	3	9	544	57	11	60	25	5	548	13987	4	51	31	13	543
Gender																						
Female	16	1	6	7	44	8	50	0	0	545	29	7	59	34	0	547	6886	4	49	33	14	542
Male	19	1	5	11	58	4	21	3	16	543	28	14	61	14	11	549	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	5	0	0	0	0	5	100	0	0	535	9	11	22	67	0	543	1917	1	31	41	28	536
No	30	2	7	18	60	7	23	3	10	545	48	10	67	17	6	549	12078	5	55	30	11	544
Gifted/talented program																						
Yes	0										0						450	25	72	2	1	557
No	35	2	6	18	51	12	34	3	9	544	57	11	60	25	5	548	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 5
 SAU: MSAD 23
 School: Suzanne M Smith Elementary Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	9	0	0	0	0	2	67	1	33	532	7	0	25	50	25	535	4	2	37	35	25	538
B. less than one hour	81	2	8	16	62	8	31	0	0	548	81	11	68	20	0	551	70	4	53	31	12	544
C. one to two hours	9	0	0	2	67	1	33	0	0	544	11	17	50	33	0	548	24	5	51	31	12	544
D. more than two hours	0										0						2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	31	0	0	5	50	5	50	0	0	546	24	8	54	38	0	549	26	7	56	26	11	545
B. good	63	2	10	13	65	4	20	1	5	547	50	11	70	15	4	549	53	4	53	31	11	544
C. fair	6	0	0	0	0	2	100	0	0	532	20	18	55	27	0	551	18	2	41	39	17	540
D. poor	0										6	0	67	33	0	549	3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	56	2	11	11	61	5	28	0	0	549	46	16	60	24	0	550	23	5	56	28	11	544
B. They match some of what I have learned.	34	0	0	6	55	4	36	1	9	543	43	9	65	22	4	550	48	5	52	31	12	544
C. They match just a little of what I have learned.	6	0	0	0	0	2	100	0	0	532	7	0	50	50	0	544	23	4	49	33	14	543
D. There is no match.	3	0	0	1	100	0	0	0	0	546	4	0	100	0	0	545	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	19	0	0	3	50	3	50	0	0	542	24	8	62	31	0	548	23	5	48	31	16	543
B. about the same as my regular schoolwork	66	1	5	13	62	6	29	1	5	547	63	9	68	21	3	550	58	4	52	32	12	543
C. easier than my regular schoolwork	16	1	20	2	40	2	40	0	0	545	13	29	43	29	0	550	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	59	2	11	9	47	7	37	1	5	546	48	8	54	35	4	547	33	5	51	31	14	543
B. a few times a week	34	0	0	8	73	3	27	0	0	546	41	18	68	14	0	552	45	4	52	32	11	544
C. once a week	3	0	0	1	100	0	0	0	0	558	9	0	100	0	0	554	8	4	50	30	16	542
D. a few times a month	3	0	0	0	0	1	100	0	0	532	2	0	0	100	0	532	15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	69	2	9	12	55	7	32	1	5	546	63	12	62	24	3	548	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	6	0	0	1	50	1	50	0	0	545	7	0	50	50	0	546	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	22	0	0	5	71	2	29	0	0	548	22	8	75	17	0	552	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	3	0	0	0	0	1	100	0	0	532	7	25	50	25	0	551	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	53	2	12	7	41	7	41	1	6	546	48	19	46	31	4	549	47	4	51	32	12	543
B. a few times a month	19	0	0	4	67	2	33	0	0	546	28	7	73	20	0	551	27	5	54	30	11	544
C. once a month	3	0	0	1	100	0	0	0	0	548	7	0	100	0	0	552	10	5	49	30	15	543
D. never or almost never	25	0	0	6	75	2	25	0	0	546	17	0	78	22	0	547	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	56	2	11	7	39	8	44	1	6	545	50	11	52	33	4	548	46	4	52	32	12	543
B. a few times a month	9	0	0	3	100	0	0	0	0	551	26	21	71	7	0	554	28	5	53	30	12	544
C. once a month	6	0	0	1	50	1	50	0	0	540	6	0	67	33	0	545	11	4	47	34	15	542
D. never or almost never	28	0	0	7	78	2	22	0	0	547	19	0	80	20	0	548	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										0											
B.	0										100	0	100	0	0	556						
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
 N = Number